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# FOOD and NUTRITION...

supplemental  
lessons for  
training  
extension aides

## FOOD BUYING



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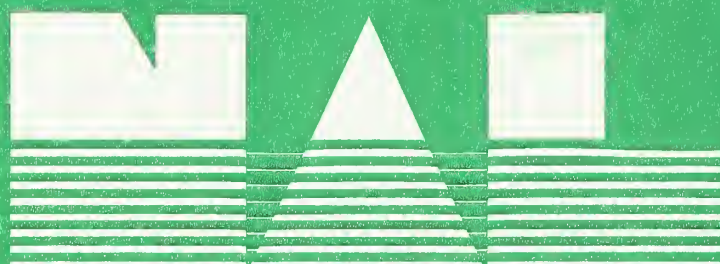
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Food Buying is one of a series of booklets of supplemental lessons in food and nutrition, designed for use with on-the-job training of Extension aides. These lessons are not intended to be complete teaching units. The purpose is to enrich the aides background in food shopping principles and provide practical teaching methods that they can use in taking food purchasing information to families. Since technical subjects in food and nutrition are simplified some of the generalizations may have exceptions.

July 1971



**United States  
Department of  
Agriculture**



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## FOOD AND NUTRITION

### Supplemental Lessons for Training Extension Aides

#### FOOD BUYING

How much should a family spend for food? A good diet depends on the foods you select, as well as on the amount of money you spend.

#### PURPOSE

These lessons were written to help trainer agents prepare aides for work with families in Extension's Expanded Food and Nutrition Education Program. It is important that aides find out about the food buying practices of their program families. They should be aware of the influence of processing, packaging, storage and marketing on the buyer's decisions in the food store. Then the aide can begin to understand principles basic to improved food purchasing and realize that food purchases contribute to family nutrition.

The lessons are an expansion of Lesson 9 - Get More for the Food Dollar and Lesson 10 - Comparative Food Shopping from Food and Nutrition from Food and Nutrition - Basic Lessons for Training Extension Aides. The information can be adapted by the aides for work with families. It also can be used in teaching groups of adults or youth. This series should be used to supplement and reinforce the initial training given to aides.

#### TRAINER AGENT'S RESPONSIBILITY

References are suggested for the agent's use with each lesson. The agent will find it helpful to assemble many of these references before starting the lesson and use them in her preparation for teaching.

Professional and business people in related fields may be asked to participate in training meetings. Such participation should be carefully planned with the people involved well in advance of the meeting.

To increase effectiveness in teaching the food buying lessons, the trainer-agent should:

1. Become familiar with the foods and services offered in local stores and markets.
2. Study logs and 24-hour food recalls to find out about present food buying and storage practices.
3. Find out about amounts and kinds of foods:
  - a. Produced at home.
  - b. Eaten away from home.

Before teaching the supplemental lessons, the trainer agent should review purposes of the training and the importance of aides' participation.

Suggested check list to be sure that all necessary preparations for the in-service training sessions have been made:

- \_\_\_ Meeting place with necessary facilities has been obtained.
- \_\_\_ References needed to teach the lessons have been assembled.
- \_\_\_ Visual materials and equipment needed to teach the lessons are on hand.
- \_\_\_ Reference materials needed for the aides have been obtained.
- \_\_\_ Lesson plans have been carefully studied so that you know what is included and can state objectives for each lesson.
- \_\_\_ Objectives should be brief and clearly stated to help the aide understand what she is supposed to get from the lesson.
- \_\_\_ Plans include participation of the aides with each lesson.
- \_\_\_ Sufficient time has been allowed to teach lesson and permit aides to consider the information presented.

Evaluation. Aides should be encouraged to make self-evaluations of progress following each lesson and again at the end of the series. Progress should be defined in relation to purposes and objectives for the lessons. For suggestions see Progress Scale, Appendix B.

#### ADAPTING THE LESSONS TO YOUR AIDES

Guides used in teaching the basic lessons should be followed in teaching the supplemental lessons.

Adapt training classes to meet the needs of your group. Here are some ideas to keep in mind:

1. Simplify. Do not try to cover too much material in one lesson. Pick out the most important points and emphasize them.
2. Use colorful visuals and a dynamic presentation to help make the lesson more appealing.
3. Emphasize good food purchasing practices now used by aides and program families. Point out how small changes can often help homemakers get more and better food for their money.
4. Involve the aides in the training meetings in as many ways as possible.

## EXTENDING INFORMATION

Information given in the supplemental lessons may be effectively used in other ways, such as adaption for use in training volunteer leaders or in newsletters or newspaper articles. A series of radio or TV programs based on the lessons may help to extend to a larger audience the ideas that aides are promoting.

## RECOMMENDED REFERENCES

### For Aides and Leaders

Publications and visual materials are listed with most lessons. Make sure that these supplies are on hand before you begin teaching.

### USDA

Bulk quantities of USDA pamphlets are usually obtained through your State publications distribution officer.

Publications NOT available free may be purchased from Superintendent of Documents, Government Printing Office, Washington, D. C. 20402, at the prices indicated. There is a 25 percent discount for 100 or more copies on all GPO orders.

Food Makes the Difference, Ideas for Economy-Minded Families, PA-934 .

Food Makes the Difference, Ideas for Families Using Donated Foods, PA-935.

Food Makes the Difference, Ideas for Leaders Working With Economy-Minded Families, PA-937.

Family Fare, G-1, 45¢.

Storing Perishable Foods in the Home, G-78, 15¢.

Milk in Family Meals, G-127, 15¢.

How to Buy Instant Non-Fat Dry Milk, G-140, 50¢.

Nutritive Value of Foods, G-72, 30¢.

How to Buy Cheese, G-128, 15¢.

Meat and Poultry, Wholesome for You, G-170, 10¢.

Meat and Poultry, Care Tips for You, G-174, 20¢.

How to Buy Eggs, G-144, 10¢.

How to Buy Dry Beans, Peas, and Lentils, G-177, 25¢.

How to Buy Fresh Fruits, G-141, 10¢.

How to Buy Fresh Vegetables, G-143, 15¢.

How to Buy Canned and Frozen Vegetables, G-167, 30¢.

Your Money's Worth in Food, G-183, 25¢.

### American Home Economics Association

Answers to Questions Consumers Ask About Meat and Poultry, Home Economists in Business, P. O. Box 178, Western Springs, Illinois, 60558. 75¢.

### American Meat Institute

Pocket Guide to Pork, American Meat Institute, 59 East Van Buren Street, Chicago, Illinois, 60605. Free.

### Sperry-Hutchinson Company

How to Be a Better Shopper, Sperry-Hutchinson Company, Consumer Relations Department, 3003 East Kemper Road, Cincinnati, Ohio, 45241. Free.

## National Live Stock and Meat Board

Facts About Meat, National Live Stock and Meat Board,  
36 Wabash Avenue, Chicago, Illinois, 60603. 3¢.

## Poultry and Egg National Board

Answers to Often Asked Questions about Eggs, Poultry and Egg  
National Board, 18 South Michigan Avenue, Chicago, Illinois,  
60603. 5¢.

## For Trainer Agents

Most lessons include a list of recommended reference books and publications for trainer agents to use in preparing lessons. Make sure you have the references you need to do a good job. These references also will be useful:

Food, USDA Yearbook of Agriculture, 1959. \$3.25. Superintendent of Documents, Government Printing Office, Washington, D. C., 20402.

Food for Us All, USDA Yearbook of Agriculture, 1969. \$3.50.  
Superintendent of Documents, Government Printing Office, Washington,  
D. C., 20402. .

Protecting Our Food, USDA Yearbook of Agriculture, 1966. \$2.50.  
Superintendent of Documents, Government Printing Office, Washington,  
D. C. 20402.

Food and Nutrition---Basic Lessons for Training Extension Aides.  
Extension Service, USDA.

Eat to Live, Wheat Flour Institute, 1969. \$1.00. 14 E. Jackson  
Boulevard, Chicago, Illinois, 60604.

Your Food Dollar, Money Management Institute, Household Finance  
Corporation, Prudential Plaza, Chicago, Illinois, 60601. 25¢.

## USDA

Bulk quantities of USDA pamphlets are usually obtained through your State publications distribution officer.

USDA Grades to Help you Choose, a public information program.  
Annotated listing of resource materials. April 1971.

Family Food Buying, Home Economics Research Report No. 37,  
ARS. 45¢.

Meat, Fish, Poultry, and Cheese: Home Preparation Time, Yield,  
and Composition of Various Market Forms, Home Economics Research  
Report No. 30, ARS. 45¢.

Your Money's Worth in Foods, G-183, 25¢.  
Family Fare, G-1, 45¢.  
Be a Good Shopper, Extension Service, USDA, 5¢.  
Keeping Food Safe to Eat, G-162, 10¢.  
Home Care of Purchased Frozen Foods, G-69, 5¢.  
How to Buy Dairy Products, Series of Flyers, C&MS, Free.  
How to Buy Food, packet of 9 booklets on meats, vegetables, eggs, and dairy products, A88, C&MS. \$1.25.  
Camera-Ready Copy, selected issues, FNS. Free.  
Cheese Buying Guide for Consumers, MB-17, 10¢.  
Cheese in Family Meals, G-112, 15¢.  
Beef and Veal in Family Meals, G-118, 15¢.  
Poultry in Family Meals, G-110, 15¢.  
Pork in Family Meals, G-160, 15¢.  
Lamb in Family Meals, G-124, 15¢.  
Meat and Poultry Standards for You, G-171, 10¢.  
Standards For Meat and Poultry Products, A Consumer Reference List, C&MS-85, Free.  
Meat and Poultry Labeled for You, G-172, 10¢.  
Money Saving Main Dishes, G-43, 30¢.  
Nuts in Family Meals, G-176, 10¢.  
Vegetables in Family Meals, G-105, 15¢.  
Fruits in Family Meals, G-125, 15¢.  
Conserving the Nutritive Value in Foods, G-90, 10¢.  
Cereals and Pasta in Family Meals, G-150, 20¢.  
Convenience Foods in the Grocery Basket, MB-22, 10¢.

#### Armour and Company

Armour Meat Guide, Consumer Service Department, P. O. Box 9222, Chicago, Illinois, 60605. Free.

#### Department of Commerce

How to Eye and Buy Seafood, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402. 30¢.

#### Manufacturing Chemists Association, Inc.

Everyday Facts About Food Additives, Manufacturing Chemists Association, Inc., 1825 Connecticut Avenue, N.W., Washington, D. C. Free.

Food Additives What They Are/How They Are Used. Free.

#### National Dairy Council

A catalog can be obtained listing available materials. If you live in a city where there is an affiliated Dairy Council Unit, requests for material should be directed to that office. If you are not served locally, send orders to National Dairy Council, 111 North Canal Street, Chicago, Illinois, 60606.

New Knowledge of Milk, B-300, 60¢.  
Milk Information Sheet, B-13, 5¢.  
Commonly Used Cheeses, poster.  
Newer Knowledge of Cheese, B-95, 75¢.

#### National Live Stock and Meat Board

Lessons on Meat, National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois. Rev. 1970. \$1.00.  
101 Meat Cuts. 20¢.  
Beef, Pork, Lamb Wall Charts, 25"x35". 30¢.

#### Poultry and Egg National Board

Eggs, Basic Information for Your Homemakers, Poultry and Egg National Board, 18 South Michigan Avenue, Chicago, Illinois, 60603, E-25 Kit, 60¢.  
Salmonellae and Eggs, E-7, 5¢.

#### Wheat Flour Institute

Eat to Live, Wheat Flour Institute, 14 East Jackson Boulevard, Chicago, Illinois, 60604, \$1.00.  
From Wheat to Flour, fact sheet and poster, free.  
A Kernel of Wheat, fact sheet and poster, free.

### RECOMMENDED VISUALS

#### USDA Slide Sets

"Selecting and Buying Food"	C-121	1966	36 frames	\$11.00
"Milk the Magnificent"	C-161	1970	50 frames	\$11.00
"How to Buy Beef"	C-123	1970	34 frames	\$12.00
"How to Buy Eggs"	C-139	1969	40 frames	\$11.00
"Ann's Additive Story"	C-98	1966	36 frames	\$11.00

USDA slide sets may be purchased from the Photography Division, Office of Information, U. S. Department of Agriculture, Washington, D. C., 20250. Copies of the filmstrips may be ordered from Photo Lab., Inc. 3825 Georgia Avenue, N.W., Washington, D. C. 20011.

#### Green Giant Company

"Vegetable Treasures," Green Giant Company, Office Services Building, Le Sueur, Minnesota, 56058, filmstrip kit. \$2.50.

## Charts and Posters

Daily Food Guide, poster, 22"x28", FNS-13, USDA, 15¢.

Meat and Poultry Facts, a table-top exhibit, USDA, (loan basis from your State Consumer Marketing Specialist or State Extension Nutritionist).

How to Buy Posters, set of 10, C&MS, USDA, \$1.75. Order from the Superintendent of Documents, U. S. Government Printing Office.

Comparison Cards for Adults, B43-A, National Dairy Council.  
\$3.00 a set.

"Versatile Vegetables," poster and other educational materials, Green Giant Company, Service Building, Le Sueur, Minnesota, 56058. Free.

"The Big Four Daily Countdown," poster, and other educational materials, Del Monte Kitchens, P. O. Box 3575, San Francisco, California, 94119. Free.

## Phono-viewer Programs

Topics available:

How to be a Wise Shopper

Buying Meat

Fruits and Vegetables

Order from Double 16 Company, 333 N. President, Wheaton, Illinois, 60187.

## FOOD BUYING

### Lesson 1: SHOPPING WITH KNOW-HOW

#### PURPOSE

Trainer agent to help aides:

1. Understand factors to consider when shopping for food.
2. Learn ways to help homemakers improve food purchasing practices.

#### PRESENTATION

- Review Lesson 9, Food and Nutrition---Basic Lessons for Training Extension Aides. Show selected slides from "Selecting and Buying Food."
- Discuss factors to consider when planning what to buy. Have aides give examples of how these factors influence the kinds and amount of food purchased:
  - Type of store shopped.
  - Importance placed on food in relation to other needs.
  - Amount of money available for food.
  - Amount and kind of food needed by family members.
  - Family food likes and dislikes.
  - Person who shops for the family's food.
  - Time available for selecting, buying and preparing food.
  - Product availability in accessible stores.
  - Knowledge and skill of homemaker in food shopping and preparation.
  - Price comparison of like products in different stores.
  - Facilities available for food preparation and storage.
- Discuss factors to consider when selecting food items. Use examples. Point out that the food dollars pay for both food and services.

- Suitability of form to use - canned premium whole or piece tomatoes in a casserole. Illustrate by opening cans and comparing contents.
  - Nutrient value for money invested. Make a poster to illustrate using Nutritive Value of Foods as reference.
  - Cost per serving - fresh potatoes vs. convenience forms. Prepare and calculate cost per serving of different forms; compare as to cost, nutritive content and acceptability.
  - Relation of availability to cost - fresh vegetables vs. frozen or canned. Compare using current prices in your locality.
  - Quantities to buy in relation to use, storage and keeping quality of product - 25 lbs. vs. 5 lbs of flour.
- . Discuss aids to decision making at the grocery store:
- Food standards:
    - Identity - what a given food product is.
    - Quality - tenderness, color, and freedom from defects.
    - Fill of container - to prevent slack-filling.
    - Enrichment - addition of significant amounts of nutrients.
  - Symbols of quality -- seals, grades, and codes.
  - Stamps of inspection -- meat and meat products.
  - Quality characteristics of fresh products - crisp vs. limp vegetables and fruits.
- . Review with aides the reference How to Be a Better Shopper. Discuss its use with homemakers.
- . Summarize the lesson in discussion.
- Selecting and buying food to nourish the family adequately for good health at a price she can afford is a challenge for any homemaker.
  - Keeping a record of money spent for food for a week is a good starting point for studying food buying practices. Have aides make a simple plan for recording money spent for food.

- . Have aides apply above principles to their next store visit (for their own family or with homemaker) and report to the group at the next meeting.

#### APPLICATION OF LESSON BY AIDES

Aides apply knowledge to their own buying practices.

Aides examine home visit logs to determine how homemakers shop for food.

Aides help homemakers develop and follow sound buying practices.

#### REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 286-293.
2. Your Food Dollar, Money Management Institute.
3. Protecting Our Food, Yearbook of Agriculture, 1966, pp. 297-305.
4. Food and Nutrition---Basic Lessons for Training Extension Aides, Lesson 9, USDA.
5. Family Food Buying, Home Economics Research Report No. 37, USDA.
6. Nutritive Value of Foods, G-72, USDA.
7. Your Money's Worth in Foods, G-183, USDA.
8. Family Fare, G-1, USDA.
9. Be a Good Shopper, USDA.

#### VISUALS AND EQUIPMENT

Selected slides from "Selecting and Buying Food," USDA.

Food products and equipment needed in the discussion.  
Pictures of food or food models.

Comparison Cards, National Dairy Council.

Food store ads.

Phono-viewer program on buying.

#### REFERENCES FOR AIDES

1. How to Be a Better Shopper, Sperry-Hutchinson.
2. Family Fare, G-1, USDA.

## FOOD BUYING

### Lesson 2: KEEPING FOOD SAFE TO EAT

#### PURPOSE

Trainer agent to help aides:

1. Understand the importance of protecting foods from contamination by harmful bacteria, enzymes, molds, and insect pests.
2. Understand how bacteria can contaminate food.
3. Recognize ways for preventing food contamination by bacteria.

#### PRESENTATION

- . Have aides discuss methods and equipment they use for storing foods.
- . List reasons for proper storage of food. Discuss each reason using food examples.
  - Better retention of food nutrients.
  - Increased retention of food qualities such as flavor, color, and texture.
  - Decrease wasted food.
  - Prevention of illness caused by harmful bacteria.
- . Discuss briefly bacteria in food as a cause of illness. Use Keeping Food Safe to Eat, as reference.
  - How disease-producing bacteria or their toxins enter the body and set up infections, p. 3.
  - Classes of bacteria that cause infection, p. 3.
  - Characteristics of bacterial foodborne illnesses, pp. 10-11.
- . Discuss ways in which bacteria can be:
  - Transmitted by poor food handling practices and lack of personal cleanliness.
  - Controlled through recommended food handling procedures.

- . Ask aides to list causes of food spoilage and loss of food quality. Briefly discuss recommended food storage principles to control:
  - Enzymes and molds.
  - Insect pests.
  - Harmful bacteria.
- . Have a display of foods or food pictures that show spoilage due to improper storage, canning, or freezing procedures. Ask aides to examine display items. Point out the signs of food spoilage that make food unpalatable or dangerous to health. Emphasize that all food spoilage is not visible.
- . Briefly discuss precautions to follow in handling frozen, fresh, canned, and dried foods. Use thermometer poster when discussing temperature.
- . Discuss general characteristics of storage containers including improvised storage. Display several kinds of storage containers. Ask aides to select good storage containers and explain the reasons for their choices, what foods might be stored in each, and where each container could be placed for safe keeping.
- . Show aides materials useable in improvising food storage.
- . Introduce Storing Perishable Foods in the Home, and discuss contents with aides. Have aides suggest ways they might use the information with homemakers.
- . Ask aides to list satisfactory ways to store common foods in the home.

#### APPLICATION OF LESSON BY AIDES

Aides use information to improve their food storage practices.

Aides check home visit reports and logs for information about food storage practices and handling of leftovers.

Aides help homemakers improve food storage practices.

#### REFERENCES FOR TRAINER AGENT

1. Keeping Food Safe to Eat, G-162, USDA.
2. Conserving the Nutritive Value of Foods, G-90, USDA.

3. Food, Yearbook of Agriculture, 1959, pp. 477-494.
4. Consumers All, Yearbook of Agriculture, 1965, pp. 432-437.
5. Protecting Our Food, Yearbook of Agriculture, 1966, pp. 170-178.
6. Home Care of Purchased Frozen Foods, G-69, USDA.
7. Eat to Live, Wheat Flour Institute, pp. 44-45.

#### VISUALS AND EQUIPMENT

Chalkboard or newsprint.

Display of spoiled foods and/or pictures of spoiled foods.

Thermometer poster illustrating, "Temperature of Food for Control of Bacteria," G-162, p. 7.

Display of different types of storage containers including improvised ones.

#### REFERENCES FOR AIDES

1. Storing Perishable Foods in the Home, G-78, USDA.
2. Family Fare, G-1, USDA, pp. 24-25.

## FOOD BUYING

### Lesson 3: MILK

#### PURPOSE

Trainer agent to help aides:

1. Learn about the different forms of milk.
2. Understand how to get maximum nutrient value from money spent for milk.

#### PRESENTATION

- Review briefly principles emphasized in Lesson 1, "Shopping with Know-How." Ask aides to discuss these principles as related to milk purchases.
- Discuss the place of milk and milk products in the Daily Food Guide.
- Emphasize that the variety of milk and dairy products is adequate to satisfy nutritional needs, personal tastes, and food budgets of families. Have aides examine labeling on milk containers and use Comparison Cards and references to find general characteristics and variations in nutritive content of several forms of milk. Introduce Milk in Family Meals. Forms of milk for consideration are:
  - Fluid whole milk .
  - Homogenized milk .
  - Skim milk .
  - Low-fat, partly skimmed, and 2 percent milk .
  - Chocolate milk .
  - Chocolate drink .
  - Cultured buttermilk .
  - Instant milk powder .
  - Non-instant milk powder .
  - Evaporated milk .
  - Sweetened condensed milk .

- Interpret other information found on some milk containers and discuss use of the information:
  - Pasteurization
  - Homogenization labeling
  - Government inspection stamps
  - Code dating and open dating
- Help aides to conclude that:
  - Milk is our best source of calcium and an important source of protein and riboflavin.
  - Not all forms of milk contain the same nutrients in the same amounts.
  - Non-fat dry, fluid, skim milk, and 2% milk are often fortified with Vitamins A and D.
  - One serving of fluid whole milk, buttermilk, skim milk, diluted evaporated milk, and reconstituted dry milk furnishes about the same amounts of calcium, protein, and riboflavin.
- Using price markings and fat content labeling on cartons have aides determine cost per serving for several forms of milk. Decide which forms of milk and sizes of containers are most economical.
- Aides to mention other factors that influence the cost of milk such as availability, home refrigeration, and home delivery.
- Discuss use and storage advantages of several forms of milk.
- Direct aides in preparing forms of milk as beverages for a tasting activity. Rate products as to price and taste appeal.
- Show selected slides from "Milk the Magnificent," USDA.
- Ask aides to list ways the homemakers they work with can get more food value for the money they spend for milk:
  - Buy non-fat dry milk for cooking and drinking.
  - Buy dry milk in as large quantities as can be stored and used without waste.

- Buy evaporated milk for cooking.
- Buy in gallon or  $\frac{1}{2}$  gallon instead of quart containers.
- Buy fresh milk at the store rather than by home delivery.

#### APPLICATION OF LESSON BY AIDES

Aides visit stores and compare prices of different forms of milk. Report to group at the next meeting.

Aides examine home visit logs to find indications of homemakers' milk purchasing and use practices.

Aides use information learned in their own buying practices.

Aides discuss how they used the information in teaching homemakers.

#### REFERENCES FOR TRAINER AGENT

1. Food, Yearbook of Agriculture, 1959, pp. 234; 572; 478.
2. Food for Us All, Yearbook of Agriculture, 1969, pp. 146-159.
3. Consumers All, Yearbook of Agriculture, 1965, pp. 437-440.
4. Newer Knowledge of Milk, National Dairy Council.
5. Your Money's Worth in Food, G-183, USDA, pp. 14-15.

#### VISUALS AND EQUIPMENT

Daily Food Guide, poster, FNS-13, USDA.

Comparison Cards, National Dairy Council.

Milk containers.

Chalkboard or newsprint.

How to Buy Dairy Products, series of flyers, C&MS, USDA.

Food and equipment for tasting party.

Selected slides from "Milk the Magnificent" slide set, USDA.

## REFERENCES FOR AIDES

1. Milk in Family Meals, G-127, USDA.
2. How to Buy Instant Non-Fat Dry Milk, G-140, USDA.
3. Nutritive Value of Foods, G-72, USDA.
4. Milk Information Sheet, National Dairy Council.

## FOOD BUYING

### Lesson 4: CHEESE

#### PURPOSE

Trainer agent to help aides:

1. Become familiar with some common varieties of cheese.
2. Learn how to select several varieties of cheese.

#### PRESENTATION

- Display a variety of cheeses and cheese foods found in local markets. Define cheese as a concentrated food containing most of the nutrients of milk including protein, riboflavin, and calcium.
- Review the place of dairy products in the Daily Food Guide. Point out the contribution of cheese to the milk group. Show Comparison Cards for milk and cheese.
- Stress that the Federal Food and Drug Administration has set standards for cheese and cheese foods to assure uniform composition.
- Explain the quality assurance information found on the label of a common cheese as cheddar. Emphasize that not all good quality cheese and cheese products are inspected and graded.
  - USDA inspection shield means the cheese was produced in a USDA inspected and approved plant, under sanitary conditions.
  - USDA grades are based on flavor, texture, appearance, and color.
- Discuss common classifications of cheese showing examples or pictures:
  - Percentage of fat and moisture content such as hard, semi-hard and soft.
  - Form of cheese such as natural, pasteurized process, pasteurized process cheese food, pasteurized process cheese spread, coldpack cheese, coldpack cheese food. Explain the differences between cheese, cheese spread, and cheese food.

- Use in cooking, sandwiches, salads, snacks, desserts.
  - Texture such as smooth, creamy, firm, elastic, pliable, crumbly, or streaked curd. Show examples of gas holes, curds, and streaks in cheese. Briefly explain their formation.
  - Cure such as mild, mellow-aged, sharp, very sharp. Discuss the aging (ripening) process in relation to flavor, cost of processing, and nutritive content.
  - Flavor such as nutty, spicy, tangy, sweet. Explain that flavors may be due to the curing process or to ingredients added to the cheese product - peppers, olives, seeds, etc.
- . Have a cheese tasting activity. Ask aides to record their impressions.
  - . Have aides compare the nutritive value content of several varieties of cheese. Use Nutritive Value of Foods and Dairy Council materials as references.
  - . Ask aides to determine the relative cost of various cheeses and cheese products by comparing prices for one ounce of each. Use cheese labels and store ads as sources of price information.
  - . Discuss packaging as a cost factor.
  - . List some conclusions that can be used in helping homemakers get their money's worth when buying cheese:
    - Bulk cheese is usually the best buy, but not always.
    - Aged or sharp natural cheeses usually cost more than mild ones.
    - Imported cheeses frequently cost more than domestic ones.
    - Grated cheese may cost more than wedges.
    - Cheese containing unusual ingredients may cost more per ounce of protein.
  - . Discuss recommendations for storing cheese in the home.

## APPLICATION OF LESSON BY AIDES

Aides use information when buying cheese and cheese foods.

Aides share information with homemakers and encourage them to include cheese frequently in meals and snacks.

## REFERENCES FOR TRAINER AGENTS

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 153-157; 281.
2. Cheese Buying Guide for Consumers, MB-17, USDA.
3. Cheese in Family Meals, G-112, USDA.
4. Newer Knowledge of Cheese, B95, National Dairy Council.

## VISUALS AND EQUIPMENT

Daily Food Guide, poster, FNS-13, USDA.

Commonly Used Cheeses, poster, National Dairy Council.

Cheese items or labels from cheese packages.

Comparison Cards, National Dairy Council.

Cheese and equipment for tasting activity.

Chalkboard or newsprint.

## REFERENCES FOR AIDES

1. How to Buy Cheese, G-128, USDA.
2. Nutritive Value of Foods, G-72, USDA.

## FOOD BUYING

### Lesson 5: MEAT

#### PURPOSE

Trainer agent to help aides:

1. Learn how to get the most food value from money spent for meats.
2. Learn how to make selections from the kinds and cuts of meat available locally.

#### PRESENTATION

- . List meats included in the meat group. Review the nutritive contribution of meat to the diet.
- . Briefly discuss factors to be considered when determining the amount of money to spend for foods in the meat group: family income, meats from other sources, number in family and local market prices.
- . Mention the great variety in kinds and cuts of meat available locally. Emphasize that knowledge of common cuts simplifies meat shopping. Help aides:
  - Identify common meat cuts by their shape and appearance (use meat charts, slides or food models). Point out that various names are used for the same meat cut in different stores and neighborhoods.
  - Identify the seven bone shapes and relate them to the names of retail cuts. Mention bone shape as a clue to meat tenderness.
- . Stress that value from money spent for meat increases with:
  - Ability to take advantage of specials.
  - Knowledge of how to shop carefully.
- . Discuss the quality signs of meats. Use models, pictures, or foods to illustrate:
  - Appearance - Visible signs of quality for beef, veal, pork, lamb, poultry, and fish. Include color, bone content, fat content, texture of meat and bone.

- Identify markings such as "Certified", "Star", "Premium."
  - Inspection stamps - Federal, state or city stamps guarantee that the meat is wholesome to eat and the label carries no misleading statements. The marking fluid used is a harmless vegetable coloring and is stamped only once on wholesale cuts.
  - Grade labels - Shield - shaped marks on meat are a guide to the tenderness, juiciness, and flavor of the meat. Look for USDA Choice, Good or Standard shield grade markings on meats. Not all meat is graded.
- . Show and discuss selected slides from How to Buy Beef.
  - . Emphasize that economy of a meat cut depends on the amount of cooked lean meat it provides as well as its price per pound.
    - Stress that equal-size servings of cooked lean meat from different kinds and cuts provide similar food value. Use Comparison Cards to illustrate. Point out that liver and variety meats give a bonus of food value.
    - Have aides use references to determine: (1) serving sizes of several cooked meats and (2) number of servings of cooked lean meat in several kinds and cuts of meat. List characteristics of meat cuts that provide: (1) 3-4 servings per pound (2) 2-3 servings per pound, and (3) 1-2 servings per pound.
    - Broil or pan-broil equal size patties of ground chuck, ground round, and "ground beef." Judge flavor and compare cost per serving. Note cooked out fat and discuss its use.
  - . Using local prices, ask aides to determine cost per serving for some meats. Have aides draw conclusions as to nutritious, economical buys.
  - . Discuss how to decide on the amount of meat to buy. Consider money availability, needed servings, cooked lean meat yield, and adequacy of storage space.
  - . Use charts or meat cuts to show how a large piece of meat may be cut for several meals such as pork shoulder for slices, roast, and hock for cooking in stew or dry beans. Have aides decide when the purchase of large pieces of meat is practical as well as economical.

- . Discuss and list other ways to cut cost when buying meats (Meat and Poultry Care Tips; Your Money's Worth in Foods).

#### APPLICATION OF LESSON BY AIDES

Aides apply knowledge to their own buying.

Aides help homemakers choose good quality economical meats.

#### REFERENCES FOR TRAINER AGENT

1. Your Money's Worth in Foods, G-183, pp. 10-14, USDA.
2. How to Buy Beef Roasts, C&MS-146, USDA.
3. Food for Us All, Yearbook of Agriculture, 1969; pp. 94-116.
4. Beef and Veal in Family Meals, G-118, USDA.
5. Pork in Family Meals, G-160, USDA.
6. Lamb in Family Meals, G-124, USDA.
7. Lessons on Meat, National Live Stock and Meat Board.
8. 101 Meat Cuts, National Live Stock and Meat Board.
9. Meat, Fish, Poultry and Cheese, Home Economics Research Report No. 30.
10. Meat and Poultry, Wholesome for You, G-170, USDA.
11. Meat and Poultry, Standards for You, G-171, USDA.
12. Meat and Poultry, Clean for You, G-173, USDA.
13. Meat and Poultry, Labeled for You, G-172, USDA.
14. Standards for Meat and Poultry Products, C&MS-85, USDA.
15. Armour Processed Meats Study Guide, Armour and Company.

#### VISUALS AND EQUIPMENT

Phono-viewer program.

Daily Food Guide, poster, FNS-13, USDA.

Food models or magazine pictures.

Meat charts, National Live Stock and Meat Board.

"How to Buy Beef" slide set and film strip, C-123, C&MS, USDA.

Flannelboard - easel.

Chalkboard or newsprint.

Comparison Cards.

#### REFERENCES FOR AIDES

1. Meat and Poultry, Wholesome for You, G-170, USDA.
2. Meat and Poultry, Care Tips for You, G-174, USDA.
3. Facts about Meat, National Live Stock and Meat Board.

## FOOD BUYING

### Lesson 6: PROCESSED MEATS

#### PURPOSE

Trainer agent to help aides:

1. Recognize a variety of processed meats.
2. Interpret labels on processed meats.
3. Learn to select processed meats.

#### PRESENTATION

- . Explain that "Processed Meats" include those meats produced by methods which extend their keeping qualities, contribute to flavor and tenderness, and add to the ease and convenience of their use.
- . Discuss factors that influence food selection.
- . Review Food and Nutrition---Basic Lessons for Training Extension Aides, Lesson 9 and Lesson 1 in this booklet. Relate these factors to the purchase of processed meats.
- . Display popular processed meats found in local markets. Use pictures when impractical to obtain real foods.
  - Ask aides to identify processed meats in the display.
- . Point out that the consumer has three assurances of quality - government inspection, packer's control of quality, and packaging and labeling information.
- . Discuss information found on labels of display items:
  - Nutritive value. Ask aides to compare nutritive value of processed meats with that of cooked meat cuts. Use as reference: Standards for Meat and Poultry Products, A Consumer Reference List.
  - "Cured" - with sodium chloride (common table salt) or with liquid ingredients, for preservation. Sugar and spices may be added for flavor.
  - "Smoked" for flavor and increased keeping quality.

- "Air dried" - as "dry" or "hard" sausage for preservation and concentrated flavor.
  - "Fully cooked" - requires no further cooking but may be reheated.
  - "Vacumized" - removal of excess air to give a firmer meat that retains freshness longer.
  - "Gelatin" - meat protein molded around or mixed in cooked meats.
  - "Casing" - either natural or artificial. Some are made from gelatin.
  - "Quick freeze" - frozen at 40 degrees below zero to seal in flavor and food value.
  - Chemical additives. Show and discuss "Anne's Additive Story".
  - Food additives such as spices, peppers, pickles, and cheese.
- . Help aides determine amounts needed of various processed meats for one serving of protein. Point out that items on labels are listed in order of quantity content.
  - . Using local prices calculate cost per serving of a variety of processed meats. Discuss the relationship of packaging and processing to cost.
  - . Have aides state some conclusions about the use of processed meats in relation to:
    - Nutritive value and cost.
    - Ease of preparation and storage.
    - Cooking and storage facilities.
    - Family member having the time, skill, and knowledge needed for food preparation.
  - . Ask aides to judge processed meats in the display from the standpoint of practical use by homemakers.

## APPLICATION OF LESSON BY AIDES

Aides check food recalls to determine use of processed meats by families.

Aides use information to help homemakers determine the economical and practical buys among processed meats.

## REFERENCES FOR TRAINER AGENT

1. Lessons on Meat, National Live Stock and Meat Board.
2. Money Saving Main Dishes, G-43, USDA.
3. Armour Processed Meats Study Guide, Armour Meat Co.
4. Meat and Poultry Standards for You, G-171, USDA.
5. Meat and Poultry Labeled for You, G-172, USDA.
6. Standards for Meat and Poultry Products, A Consumer Reference List, C&MS-85, USDA.

## VISUALS AND EQUIPMENT

Samples of processed meats or labels.

Slide set, "Anne's Additive Story", revised edition, USDA.

## REFERENCES FOR AIDES

1. Money Saving Main Dishes, G-43, USDA.
2. Nutritive Value of Foods, G-72, USDA.

## FOOD BUYING

### Lesson 7: POULTRY

#### PURPOSE

Trainer agent to help aides:

1. Learn how to get the most food value for money spent for fish and poultry.
2. Learn how to make selections from the fish and poultry available locally.

#### PRESENTATION

- Poultry - one of the most popular main-dish foods - is also one of the most nutritious and least costly.
  - Review the nutritive contribution of poultry to the diet. Use Comparison Cards to emphasize that poultry is an excellent source of high-quality protein containing the amino acids essential to growth and health. An average serving contains fewer calories than an average serving of most other meats. Point out that poultry provides many other essential nutrients including iron, thiamine, riboflavin, and niacin.
- List and discuss kinds and forms of poultry available locally. The class name on poultry suggests the cooking method and helps you make the right choice for the intended use.
  - Large fryer chickens, roasting chickens and capons are young, tender-meated chickens with soft, pliable, smooth-textured skin. Young hen or tom turkeys and large turkeys cut into halves or quarters, roaster duckings and young geese have tender meat and enough fat for roasting.
  - Broiler or fryer chickens can be bought whole for rotisserie cooking or barbecuing or cut into halves or quarters for broiling, ovenbaking or barbecuing. Those cut in serving-size pieces are suitable for frying or broiling.
  - Fryer-roaster turkeys weighing 4-5 pounds can be cut up and fried or broiled.
  - Small ducks can be cut up and fried or broiled.
  - Hens, stewing chickens or large turkeys require slow, moist cooking.

- Mature chickens and turkeys are more flavorful for soups, stews and casseroles than young fowls.
- . Discuss indications of quality and wholesomeness of poultry.
  - USDA grade mark in the form of a shield. U.S. grade A poultry is the finest but all inspected poultry is nutritious, wholesome food. Grade B denotes less meatiness than grade A and usually shows dressing defects.
  - Inspection circle. Used on Federally inspected fresh or frozen poultry or processed poultry products to show inspection for wholesomeness.
- . Often the grade shield and the inspection circle are shown together, as on the wing tip. Have aides examine poultry goods or references to find examples of grade and inspection labels.
- . Discuss the form in which poultry is purchased. The form often determines how good a bargain is.
  - Whole ready-to-cook turkey usually provides more meat for the money than boned, rolled turkey roast.
  - Whole chicken is usually a better buy than chicken pieces.
  - Fresh or frozen poultry usually provides more meat for the money than canned poultry.
  - Grade B poultry may be a good choice for stews, casseroles, and soups.
  - Poultry products vary in poultry content. Have aides compare poultry content of some products such as poultry pies or soups. Use food products and reference (Standards for Meat and Poultry Products) for resources.
- . Review guides for determining the amount of poultry needed for a meal:
  - Size of the servings.
  - Number of people to be served.
  - Cooked lean meat yield per pound.

- . Have aides compare costs for one serving of several forms of poultry. Use local prices and reference tables (Your Money's Worth in Foods) in making comparisons. Ask aides to list the most economical choices for several cooking purposes.
- . Emphasize the need for proper handling and storage of poultry:
  - In the grocery store.
  - From store to the home.
  - In the home.

#### APPLICATION OF LESSON BY AIDES

Aides apply knowledge to their own buying.

Aides help homemakers shop more efficiently for poultry.

#### REFERENCES FOR TRAINER AGENT

1. Poultry in Family Meals, G-110, USDA.
2. Meat and Poultry, Series, G-170--G-174, USDA.
3. Your Money's Worth in Foods, G-183, USDA.
4. Food for Us All, Yearbook of Agriculture, 1969, pp. 117-126.
5. Standards for Meat and Poultry Products, C&MS-85, USDA.

#### VISUALS AND EQUIPMENT

##### Comparison Cards

Pictures of poultry products showing labels and grade quality characteristics.

#### REFERENCES FOR AIDES

1. Meat and Poultry, Wholesome for You, G-170, USDA.
2. Meat and Poultry, Care Tips for You, G-174, USDA.

## FOOD BUYING

### Lesson 8: FISH

#### PURPOSE

Trainer agent to help aides:

1. Learn how to get the most food value for money spent for fish.
2. Learn how to make selections from the kinds and forms available.

#### PRESENTATION

- Display pictures of fresh fish and seafoods. Identify and discuss availability of each.
- Discuss reasons for popularity of fish and seafood such as ease of preparation, menu adaptability and many market forms.
- Review the nutrient contribution of fish to the diet. Point out that:
  - Fat content of fish and shellfish varies greatly between different species.
  - Fat in most fish species contain a high proportion of polyunsaturated fats.
  - Fish and shellfish are excellent sources of high-quality protein. Oyster protein quality is especially high although oyster protein content is low. Three or four ounces of lean is considered one serving.
  - Some fatty fish are excellent sources of vitamin D.
  - Fresh oysters, clams and most fish, with the exception of shellfish, are low in sodium; salt water fish and seafood are rich in iodine.
- List ways fish are sold. Use pictures or drawings to illustrate - whole fish, drawn, dressed, fillet, steak, chunks, sticks, canned (solid pack, grated, in oil, etc.) Briefly describe each form and mention its use in meals and snacks.

- . Have aides discuss local availability of fish and seafoods.
- . Stress that the wise shopper buys good quality fish (use food examples when possible and practical). Help aides recognize things to look for to get good quality when buying:
  - Fresh fish.
  - Frozen fish.
  - Canned fish.
  - Shellfish.
- . Discuss factors that influence the market price of fish:
  - Supply of good quality fish.
  - Degree and method of processing.
  - Type of packaging.
- . Emphasize the need for extreme care in the handling and storage of fish and shellfish.
- . Mention the efforts of various agencies and organizations to provide safe fish foods:
  - State and local Health Departments.
  - Department of Commerce.
  - Department of Agriculture,
  - Food and Drug Administration.
  - Other local groups.

Relate the discussion to commercial fisheries and private fishing facilities when practical.

#### APPLICATION OF LESSON BY AIDES

Aides apply information to own buying practices.

Aides encourage homemakers to increase purchase amounts of fish food when such a need is indicated and to make wise selections to meet their families' needs.

#### REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 127-138.
2. Common Sense Fish Cookery, Fishery Market Development Series No. 13, Bureau of Fisheries, Department of Commerce.
3. Your Money's Worth in Foods, G-183, USDA.
4. Home Freezing of Seafood, Department of Commerce.
5. Seafoods and Health, Fishery Market Development Series No. 17, Department of Commerce.

#### VISUALS AND EQUIPMENT

Pictures of fresh fish and seafoods

Comparison Cards

Fish packages, cartons, and can labels

#### REFERENCES FOR AIDES

How to Eye and Buy Seafood, Department of Commerce.

## FOOD BUYING

### Lesson 9: EGGS

#### PURPOSE

Trainer agent to help aides:

1. Become familiar with the market forms of eggs.
2. Learn how to choose eggs to meet family needs.

#### PRESENTATION

- . Arrange a display of cartons and packages of eggs.
- . Ask aides to mention ways eggs can be used in family meals. List on board. Show pictures of economical egg dishes.
- . Review the nutritional contribution of eggs. Using Comparison Cards, point out that the egg is nature's masterpiece. Compare the protein, iron, and vitamin A content with that of foods considered good sources of these nutrients.
- . Emphasize that it takes two eggs to provide about the same amount of protein as two ounces of cooked lean meat.
- . Discuss the forms of eggs found in local stores. Show examples such as frozen, (whole, white or yolk), dried, scrambled egg mix, and prepared convenience foods such as eggnog. Point out that these forms contain the natural goodness and cooking functions of the shell egg.
- . Describe briefly the handling of shell eggs from farm to local market. Mention that eggs are handled under State egg laws. USDA certification is a voluntary service; not all eggs sold locally are graded.
- . Discuss factors to consider when buying shell eggs:
  - Carton and package labeling - information about grade, size and date of packing helps the homemaker make appropriate selection. Not all eggs are sold in carton form. Interpret information on display cartons.
  - USDA grade shield - on carton or seal tape certifies quality and size of eggs at time of grading. Have aides find grade shields on cartons. Describe the quality characteristics of U. S. Grades AA, A, and B. Illustrate with pictures. Point out that grade and food value are not related.

- Egg size - based on weight of eggs per dozen and is not related to quality. Describe USDA egg sizes found locally - Extra Large, Large, Medium, and Small.
  - Price - varies with supply and egg size. Ask aides to compare prices of small, medium and large eggs. Demonstrate the 7-cent spread guide for determining economical size.
  - Date code - for best flavor and quality use eggs within one week of packing date. Have aide interpret codes.
  - Shell - fresh-looking, clean and sound, assure a safe quality egg. Discuss the danger of salmonellae in eggs and egg products. Decide how cracked eggs may be safely used.
- . Show slides, "How to Buy Eggs."
  - . Answer questions aides may ask, such as:
    - Are eggs getting smaller?
    - Why do some eggs have cloudy whites?
    - What are blood spots?
    - Are yolks lighter in color than they used to be?
    - What are the stringy white pieces in egg white?
    - Why do some hard-cooked eggs have discolored yolks?

#### APPLICATION OF LESSON BY AIDES

Aides through home visits and review of logs determine if homemakers are using good egg-buying practices.

Aides advise homemakers needing help in buying and using more eggs.

#### REFERENCES FOR TRAINER AGENT

1. "Eggs - Nature's Prepackaged Masterpiece of Nutrition," Food for Us All, Yearbook of Agriculture, 1969, pp. 139-145, or Yearbook Separate No. 3646.
2. Eggs, Basic Information for Young Homemakers, E-25 Kit, Poultry Egg National Board.

3. Salmonellae and Eggs, E-7, Poultry and Egg National Board.

#### VISUALS AND EQUIPMENT

How to Buy Eggs, poster, C&MS, USDA.

"How to Buy Eggs", slide set, C-139, C&MS, USDA.

Shell eggs, pictures or slides showing egg parts.

#### REFERENCES FOR AIDES

1. How to Buy Eggs, G-144, C&MS, USDA.
2. Family Fare, G-1, USDA.

## FOOD BUYING

### Lesson 10: DRY BEANS, PEAS, AND NUTS

#### PURPOSE

Trainer agent to help aides:

1. Become familiar with the market forms of dry beans, peas, lentils, and nuts.
2. Become familiar with factors to consider when shopping for dry beans, peas, lentils, and nuts.

#### PRESENTATION

- Review the nutritional contribution of the meat group, emphasizing that dried beans, peas, and nuts are important sources of protein when eaten in combination with small amounts of animal protein.
- Ask aides to discuss the statement, "The dry bean sometimes is considered a building food, an energy food, and to some extent a protective food." Use Comparison Cards in discussion. Stress that 3/4 cup serving of dried beans or peas provides about one-third of the iron recommended daily for an adult male. Discuss the amount and kind of protein in dry beans and peas.
- Identify dry beans, peas, and lentils sold locally. Display samples.
- Discuss factors to consider when selecting dry beans, peas, and lentils.
  - Brightness of color.
  - Uniformity of size.
  - Presence of foreign matter.
  - Visible defects.
  - Added seasonings.
  - Degree of processing.
  - Packaging methods as loose dried, canned dried, mixed canned.

- . Show containers of several sizes and types of dry beans, peas, and lentils found locally.
  - Note weight and common name markings.
  - Compare price per ounce. Remind aides that one cup of dried beans yields 2-2 3/4 cups of cooked beans.
- . Discuss factors to consider when buying peanut butter.
  - Kinds such as crunchy; smooth; defatted; homogenized.
  - Additives used as stabilizers; salt; sweetners.
  - Container size and type.
- . Determine cost per ounce of several forms of peanut butter found in local stores. Forms should include peanut butter combinations with other foods such as jelly and marshmallow creme. Judge the protein contribution of each form.
- . Compare price and nutritive contribution of one ounce of peanut butter with that of one ounce of ground meat, chicken, hot dogs, and dried beans.
- . Illustrate serving size of dry beans, peas, and peanut butter. Determine price per serving and compare with price of cooked lean meat (Lessons 5 and 6).
- . Discuss soybean products if locally available.
- . Have aides visit grocery stores to see the kinds of meat alternates available, how they are packaged, and where they are located. Report to group at the next meeting.

#### APPLICATION OF LESSON BY AIDES

Aides help homemakers make greater use of a variety of forms of dry beans, peas, lentils, and peanut butter.

Aides apply knowledge gained to their own buying practices.

#### REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 197-198, 231, 281, 316.
2. Your Money's Worth in Foods, G-183, USDA, p. 14.

3. How to Buy Dry Beans, Peas, and Lentils, G-177, USDA.
4. Nuts in Family Meals, G-176, USDA.

#### VISUALS AND EQUIPMENT

Food and food packages for display.

Comparison Cards, National Dairy Council.

Dairy Food Guide, poster, FNS-13, USDA.

#### REFERENCES FOR AIDES

1. How to Buy Dry Beans, Peas, and Lentils, G-177, USDA.
2. Nutritive Value of Foods, G-72, USDA.

## FOOD BUYING

### Lesson 11: FRUIT

#### PURPOSE

Trainer agent to help aides:

1. Become acquainted with fresh, canned, frozen and dried fruits locally available.
2. Learn to compare nutritive value, cost and use of fresh canned, frozen and dried fruits and to select fruits for their families.

#### PRESENTATION

- . Arrange a display of fresh frozen, dried, and canned fruits. Food container or pictures may be used.
- . Review nutrients found in fruits and relate them to body health. Emphasize fruits that are good sources of Vitamins A and C. Ask aides to group display items by major nutrient contributions. Use references as needed. Briefly discuss display fruits unfamiliar to the aides.
- . Discuss factors that influence the retention of Vitamins A and C in fresh fruits.
  - Length of storage period.
  - Exposure to air.
  - Temperature.
  - Moisture.
  - Quality factors as degree of maturity, softness, or damage.
  - Type of packaging.
- . Review the need for roughage in the diet. Discuss the roughage contribution of fruit to the diet.
- . Discuss the forms of fruits (fresh, canned, frozen, and dried) as to:
  - Use for convenience and from necessity

- Nutritive value
  - Nutritive content of liquids in canned foods.
  - Nutritive loss due to improper handling and storage techniques,
  - Nutritive loss inherent to processing as in drying.
- Comparative cost per serving

Use several forms of the same fruit to illustrate discussion points. One example might be fresh oranges, frozen orange juice, canned orange juice, and orange crystals.

- . Mention that there are several U. S. grades for fresh and processed fruits. Discuss standards for each grade and make recommendations for use of fruits in each grade. Relate grade to price.
- . Stress the importance of developing skill in judging the quality of fresh fruits by their appearance. Using display items point out signs of quality as shape, freshness, crispness, and bright, lively color. Examples might be:
  - Citrus fruits (peel, thickness variations),
  - Apples (size variations, blemishes),
  - Bananas (maturity variations),
  - Tomatoes ( color, maturity, size).
  - Other fruits in season.

Discuss use of less than top quality products as good buys.

- . Choose display items for comparison as to:
  - Cost per serving. (See Your Money's Worth in Foods, pp. 16-20; local food ads).
  - Essential nutrient content,
  - Caloric content.
  - Use to meet menu or cooking need,

Examples might include:

Vitamin C added fruit drinks vs. canned fruit juices.

Applesauce vs. canned pie sliced apples.

Fruit in heavy syrup vs. water or light syrup pack.

Fresh vs. canned frozen vs. dried apples.

Whole fruit vs. juice vs. parts in juice.

- . Open some containers and compare products as to taste, grade, appearance and number of pieces.
- . Discuss other factors which influence decisions when selecting fruits:
  - Importance of variety in the diet.
  - Family likes and dislikes.
  - Availability of seasonal and home produced foods.
  - Preparation skills and facilities.
  - Local culture.
  - Storage space at home and in local store.
- . Emphasize the importance of proper home storage of all forms of fruits.
- . Ask aides to tell of "good buys" they have made. Decide why each purchase was considered a good buy.

#### APPLICATION OF LESSON BY AIDES

Aides apply information to the purchase of fruits.

Aides examine home visit logs to find (1) which fruits homemakers are buying (2) whether homemakers are buying adequate amounts of fresh fruits and vegetables.

Aides help homemakers become more efficient in shopping for fresh fruits and vegetables.

#### REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 160-173.
2. How to Buy Fresh Fruits, G-141, C&MS, USDA.

3. Fruits in Family Meals, G-125, USDA, p. 5.
4. Your Money's Worth in Foods, G-183, USDA.
5. Conserving the Nutritive Value in Foods, G-90, USDA.
6. Commercial resource materials from sources such as Sunkist, California Prune Advisory Board, Florida Citrus Commission, United Fruit and Vegetable Company.

#### VISUALS AND EQUIPMENT

Fruits--fresh, canned, dried, and frozen.

How to Buy Fruits and Vegetables, poster, C&MS, USDA.

Commercial posters or other pictures of fruits (Green Giant, Del Monte, Florida Citrus, et al).

Comparison Cards, National Dairy Council.

#### REFERENCES FOR AIDES

1. How to Buy Fresh Fruits, G-141, C&MS, USDA.
2. Family Fare, G-1, USDA.
3. Nutritive Value of Foods, G-72, USDA.

## FOOD BUYING

### Lesson 12: VEGETABLES

#### PURPOSE

Trainer agent to help aides:

1. Become acquainted with fresh, canned, frozen, and dried vegetables available locally.
2. Learn to compare nutritive value, cost and use of fresh, canned, frozen, and dried vegetables and to select vegetables for their families.

#### PRESENTATION

- . Arrange a display of fresh, frozen, dried, and canned vegetables. Food container and pictures may be used.
- . Review nutrients found in vegetables and relate them to body health. Emphasize vegetables that are good sources of Vitamin A and C and iron. Review the need for roughage in the diet. Group common vegetables as to "much" or "little" roughage content.
- . Ask aides to group display items by major nutrient contributions.
- . Discuss factors that influence the retention of Vitamin A and C in vegetables:
  - Length of storage period.
  - Exposure to air.
  - Temperature.
  - Moisture.
  - Quality factors as degree of maturity, softness or damage.
  - Type of packaging.
- . Discuss the forms of vegetables (fresh, canned, frozen and dried) as to:
  - Use for convenience and from necessity.

- Nutritive value
  - Nutritive content of liquids in canned foods.
  - Nutritive loss due to improper handling and storage techniques.
  - Nutritive loss inherent to processing as in drying.
- Comparative cost per serving.
- . Use several forms of the same vegetable to illustrate discussion points. One example might be fresh potatoes, instant mashed potatoes, frozen potatoes, and canned potatoes.
- . Stress the importance of developing skill in judging the quality of fresh vegetables by their appearance. Using display items point out signs of quality as shape, freshness, crispness, and bright, lively color.
  - Green, leafy vegetables as lettuce or kale.
  - Stalk vegetables as celery or cabbage.
  - Root vegetables as carrots or potatoes.
  - Seed vegetables as corn or beans.

Discuss use of less-than-top quality products as good buys.

- . Review the reading and interpretation of labels. Ask aides to find examples of the following on labels of display items. Discuss each example:
  - Quality assurance by USDA inspection and grade labeling.
  - Common name of the product and its form of style such as corn, cream style.
  - Net contents and number of servings.
  - Variety, size, and maturity characteristics.
  - Food combinations, seasonings, and chemical additives.
  - Cooking directions and recipes.

- . List characteristics of questionable vegetable buys due to improper processing or handling. Show examples when possible.
  - Cans having bulges, leaks, dents, rust spots.
  - Wilted, crushed, bruised, or over-mature produce.
  - Dried foods containing foreign matter such as sand in dry beans.
  - Frozen packages having torn corners or water marks; packages containing "ice rattles"; packages that are limp, wet, or sweating.
- . Ask aides to tell of "good buys" they have made. Decide why each purchase was considered a good buy.
- . Discuss USDA food-buying tips for vegetable selection. Cite examples when practical.
  - Do your own shopping - you're the best judge.
  - Handle vegetables with care - don't pinch.
  - Shop the plentiful; buy in season.
  - Don't buy just because of low price.
  - Buy only what you need and can store properly.
  - Don't buy on size alone - consider weight or yield in servings.
  - Avoid decay and deterioration.
  - Appearance isn't everything; some defects do not affect taste or nutritive value.
- . Determine cost per serving of different forms of several vegetables. Discuss buying by the pound and by the pieces to determine the amount and cost of several vegetables providing the daily recommended amounts of Vitamin C, Vitamin A, and iron. Point out that pre-package processing usually increases cost per serving - however, not always. Display examples.
- . Emphasize the importance of proper home storage of all forms of vegetables.
- . Show selected frames from "Vegetable Treasures".

## APPLICATION OF LESSON BY AIDES

Aides apply information to the purchase of vegetables.

Aides examine home visit logs to find (1) which vegetables are being bought (2) whether homemakers are buying adequate amounts of vegetables.

Aides help homemakers become more efficient in shopping for fresh vegetables.

## REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 174-187.
2. How to Buy Fresh Vegetables, G-143, C&MS, USDA.
3. Vegetables in Family Meals, G-105, USDA, p. 3-6.
4. Your Money's Worth in Foods, G-183, USDA.
5. Conserving the Nutritive Value in Foods, G-72, USDA.
6. Commercial resource materials.

## VISUALS AND EQUIPMENT

Vegetables - fresh, canned, dried, and frozen.

Commercial posters or other pictures of vegetables for display.

Comparison Cards, National Dairy Council.

"Vegetable Treasures," selected frames, Green Giant Company.

"Versatile Vegetables" and other posters, Green Giant Company.

Phono-viewer program.

## REFERENCES FOR AIDES

1. Family Fare, G-1, USDA.
2. How to Buy Fresh Vegetables, G-143, USDA.
3. How to Buy Canned and Frozen Vegetables, G-167, USDA.
4. Vegetables in Family Meals, G-105, USDA.

## FOOD BUYING

### Lesson 13: CEREALS, PASTA, AND RICE

#### PURPOSE

Trainer agent to help aides:

1. Understand how processing and packaging affect cost and nutritive value of grain products.
2. Learn the grain sources of cereals and pastas.
3. Become familiar with the kinds of breakfast cereals, pastas and rice available locally and recognize ways they can be used in family meals.

#### PRESENTATION

- . Introduce the lesson with a display and discussion of the forms of breakfast cereals, pastas, and rice.
- . List the grain sources of breakfast cereals - wheat, oats, corn, and rice. Compare them in terms of nutritional contribution and appetite appeal. Illustrate with posters:
  - Grain structure.
  - Grain composition and nutritive values.
  - How flour is milled.
- . Using packages from the display of grain products examine packaging, package sizes, weights, and general labeling in relation to buying and storing practices.
- . Discuss terms found on package labels.
  - Whole grain - all parts of the grain are used.
  - Enriched or restored - vitamins and minerals lost during milling are replaced to the natural level of the original grain.
    - Required enrichment - in many states include thiamine, riboflavin, niacin, and iron.
    - Optional enrichment - may include calcium and Vitamin D.
  - Fortified - ingredients added that may or may not be present naturally. Flour is an example of both enrichment and fortification.

- Help aides find and interpret other information on package labels:
  - Minimum Daily Requirements (MDR) are the amounts of various nutrients that have been established by the Food and Drug Administration as standards for labeling purposes. These are the amounts regarded as necessary in the diet for the prevention of deficiency diseases and generally are less than the Recommended Dietary Allowances (RDA).
  - Recommended Dietary Allowances are amounts of various nutrients considered adequate for maintenance of good nutrition in normally active healthy persons in the U. S. as established by the Food and Nutrition Board of the National Academy of Sciences - National Research Council. The RDA are revised from time to time in accordance with newer knowledge of nutritional needs. The last revision was in 1968.
- Emphasize that the variety and quantities of food recommended by the Daily Food Guide includes enough nutrients to prevent a deficiency condition plus a safety factor.
- Name some food additives found on cereal labels and briefly explain their function:
  - Propionates to prevent "molding".
  - Bleaching or coloring agents.
- Ask aides to select from the display one example of the three general classes of cereals -- regular or old-fashioned, instantized, and ready-to-eat. In group discussion, compare examples as to nutritive value, cost, and ease of storage and preparation.
- Have aides determine price per serving of various kinds of cereals and prices of different size packages of one kind of cereal.
- Discuss ways of using ready-to-eat or cooked cereals as a breakfast dish, main dish, dessert, and snacks. Show pictures of cereals used in various ways.
- Discuss buying principles for other products made from grains - pasta, noodles, bread, popcorn, flours, rice, and cornmeal.
  - Emphahsize the use of whole grain or enriched products.

- Have aides prepare a dish using one of the grain products that could be used as a breakfast, main dish, dessert, or snack.

#### APPLICATION OF LESSON BY AIDES

Aides visit cereal section of a market to study the availability of cereal and grain products, their price, packaging and nutritive content. Aides report findings to the group at a later meeting.

Aides save cereal and grain product packages to use in teaching.

Aides use information to help homemakers learn how to select, buy and use grain products.

#### REFERENCES FOR TRAINER AGENT

1. Food, Yearbook of Agriculture, 1959, pp. 384-387; 425-426; 571-572.
2. Cereals and Pasta in Family Meals, G-150, USDA.
3. Food for Us All, Yearbook of Agriculture, 1969, pp. 205-210; 213-217.
4. Eat to Live, Wheat Flour Institute.
5. From Wheat to Flour, Wheat Flour Institute.
6. Your Money's Worth in Foods, G-183, USDA, pp. 20-21.

#### VISUALS AND EQUIPMENT

Packages of cereal or grain.

Newspaper and magazine food ads.

Posters of cereal grain: "A Kernel of Wheat," "How Flour is Milled," "Whole Wheat," Wheat Flour Institute.

Pictures of cereals used in a variety of ways.

Chalkboard or newsprint.

#### REFERENCES FOR AIDES

1. Cereals and Pasta in Family Meals, G-150, USDA.

## FOOD BUYING

### Lesson 14: BREADS

#### PURPOSE

Trainer agent to help aides:

1. Learn ways to get their money's worth when buying breads.
2. Learn how to make price comparisons as to type, nutritive value, weight, preparation, packaging and convenience features of breads.

#### PRESENTATION

- Review the nutritional need of family members for bread. Point out that the Daily Food Guide emphasizes the use of enriched breads and cereals.
- Display ready-to-eat and partially prepared breads and rolls. Compare as to unit price, number of servings, preparation time and use. Check local food ads for information.
- Review the reading of labels for enrichment information, Lesson 13. Point out that some items as mixes and frozen breads are not always made from enriched flour.
- Display bread loaves of the same type and brand but differing in weights. Have aides determine cost per ounce of each.
- Compare nutritive value and cost per ounce of several kinds of bread and rolls:
  - Sliced and unsliced.
  - White enriched, whole wheat, rye, egg.
  - Regular and "low-calorie" or "diet" breads.
  - Plain enriched sliced with raisins or cinnamon.
- Compare prices of day-old bread and fresh bread in local markets. Point out that day-old bread is as nutritious as fresh bread.
- List other factors that increase the cost of some breads and rolls. Decide when the more expensive breads might be a practical buy; and when the least expensive might be the best buy.

- . Discuss and use demonstrations to show how:
  - To wrap bread for storing, freezing, and steaming for freshening.
  - To store crackers and reheat for crispness.

#### APPLICATION OF LESSON BY AIDES

Aides visit local bakeries or bakery sections in stores in their neighborhoods to learn about kinds of bread available, labeling information and prices.

Aides check neighborhoods for suppliers of day-old bread and bread products at discount prices.

Aides use information learned to help homemakers improve their bread purchasing practices.

#### REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, pp. 213-218.
2. Your Food Dollars, Money Management Institute, pp. 23-27.
3. Your Money's Worth in Foods, G-183, USDA, pp. 20-21.

#### VISUALS AND EQUIPMENT

Newspaper food ads.

A variety of prepared and partially-prepared breads and rolls for display.

Baked products.

## FOOD BUYING

### Lesson 15: CONVENIENCE FOODS

#### PURPOSE

Trainer agent to help aides:

1. Increase awareness of factors to consider in selecting convenience foods.
2. Understand the functions of food additives in convenience foods.

#### PRESENTATION

- . Aides discuss what the term "convenience foods" means to them:
  - May contain ingredients not usually found at home.
  - Save time.
  - May require fewer utensils for cooking and serving.
  - Sometimes save money.
  - Save dishwashing.
- . Summarize by stating that:
  - Convenience foods are foods that have undergone some preparation ordinarily done in the home.
  - Quick frozen, dehydrated, and canned are the usual forms.
  - Most foods we purchase have some degree of convenience built into them.
- . Ask aides to list foods they consider "convenience foods."
- . Display a variety of convenience foods packaged in several ways. Include dry mixes, dough, concentrates, ready-to-eat, and instant foods.
- . Briefly mention some of the processing techniques used in manufacture of convenience foods - freeze drying, concentrating, canning, freezing, chilling. Point out that the development of new methods of processing and packaging has made possible the development of many convenience foods.

- Have aides compare one or more forms of a convenience food with its homemade counterpart. Examples might be - homemade rolls, frozen roll dough, brown 'n serve rolls and commercially baked rolls or several forms of stew. Factors to consider:
  - Time required for preparation.
  - Cost per serving.
  - Shelf-life storage requirement.
  - Quality characteristics, flavor, and appearance.
  - Nutritive value. Are convenience foods enriched or fortified?
- Point out that some convenience foods cost more than the homemade counterparts; others are less expensive. List examples. Conclude that through selective shopping homemakers can find economical convenience foods that meet the family needs.
- Mention family situations in which the use of partially or completely prepared foods may be desirable:
  - When members have little time or skill for food preparation.
  - When members have mental or physical handicaps.
  - When members need packed lunches.
  - When households lack refrigeration or baking facilities.
- List ingredients found on a biscuit mix box. Compare the list with that for a recipe of homemade biscuits. Point out differences. List uncommon ingredients and discuss the reason for their addition to the product.
- Show filmstrip or slide set "Anne's Additive Story". Relate content to food items in the display and to other foods sold in local markets.

#### APPLICATION OF LESSON BY AIDES

Aides use this information to help families interpret labels and make comparisons:

- Between convenience and non-convenience foods.
- Among convenience forms of the same food.

#### REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 24-41.
2. Your Food Dollar, Household Finance Corporation, pp. 21-25.
3. Meat, Fish, Poultry and Cheese: Home Preparation Time, Yield, and Composition of Various Market Forms, Home Economics Research Report No. 30, ARS, USDA.
4. Food Additives What They Are/How They Are Used, Manufacturing Chemists Association or USDA.
5. Everyday Facts About Food Additives, Manufacturing Chemists Association.
6. Tables of Nutritive Value Content of Convenience Foods, Commercial Companies, et al. Free.
7. Convenience Foods, MB-22, USDA.

#### VISUALS AND EQUIPMENT

Display of convenience foods.

Convenience foods and homemade counterparts for comparison.

"Anne's Additive Story," slide or filmstrip, USDA.

Chalkboard or newsprint.

#### REFERENCES FOR AIDES

Nutritive Value of Foods, G-72, USDA.

## FOOD BUYING

### Lesson 16: A CONDUCTED VISIT TO A FOOD STORE

#### PURPOSE

Trainer agent to help aides:

1. Extend learning that has taken place in training sessions, in home visitation, and in shopping for own family.
2. Recognize food shopping as a rewarding and pleasant experience.

#### PRESENTATION

- . Contact food stores to arrange a conducted tour of food store. Select one or more stores for visitation, dependent upon objectives and size of group.
- . Make arrangements for the visit at least one week in advance of the visit date.
  - Become acquainted with the store manager, store layout, and facilities.
    - Explain objectives of the visit to the manager. Make detailed plans for the visit.
    - Check adequacy of visibility and acoustics for size of group (limit to 10-12).
  - Arrange for transportation and/or central meeting place.
- . Prepare participants for the visit one day or more in advance of the visit date.
  - Discuss:
    - Types of food stores in community.
    - Factors that influence where and when you shop.
    - Services offered by food stores.
  - Brief aides on food store selected for the visit. Ask them to observe:
    - Physical layout - arrangement, space.
    - General appearance - cleanliness, orderliness.

- Types of merchandise in stock - drugs, hardware.
  - Variety of foods available - fresh, frozen, locally produced.
  - Location of food items - store area, shelf position.
  - Services available - self-service, credit.
  - Information available to consumers - food selection, nutrition information.
  - Merchandizing practices - "specials," "reduced prices," "trading stamps.
- . Make food store visit.
    - Allow adequate time for visit - dependent on size of group and objectives for visit. Plan for additional time for follow-up discussion of the visit.
    - Large groups may be divided into smaller groups to study specific good products such as dairy foods, meats, cereal, convenience foods, fruits and vegetables. Note:
      - Number of brands available.
      - Store specials.
      - Package sizes.
      - Nutritional labeling.
      - Price range.
      - Unit pricing.
      - Grades, varieties, styles.
      - Product dating.
  - . Immediately following store visit, discuss observations and list suggestions for improving homemakers' food purchasing practices.

## SUGGESTIONS FOR ACTIVITIES TO FOLLOW-UP VISIT

1. Study store food ads.
2. Visit other stores.
3. Make a planned visit with a homemaker to a food store.
4. Study code dating of food items.
5. Study price changes of foods in local stores (Appendix A, Food Cost Change Record).

## APPENDIX A

### Food Cost Change Record

The objectives for this activity are to:

1. Get aides into a grocery store regularly with a reason for studying food availability and price.
2. Create a reason for aides to become more aware of the price of foods they use often and of the fluctuation in their prices.

Data collected might be summarized and studied for use in developing other lessons.

Each week write down the prices of foods listed below. Keep this record for two months. Choose the same brand name every time. Mark \* by price if the item is on "special" or "reduced."

Item	Brand Name and Kind	Size or Weight	Price
Peanut Butter			
Hamburger			
Eggs, (Grade A) Large			
Milk, instant, non-fat			
Ice Cream			
Tomatoes			
Green, leafy vegetables			
Apples			
Potato Chips			
Flour, enriched			
White Bread			

# APPENDIX B

## Evaluation of Food Buying Practices

(This is a self-knowledge quiz for aides or program homemakers to help them evaluate their food shopping practices.) Indicate your answers by placing a check (✓) in the proper column.

Check Your Food Shopping Practices	Always	Sometimes	Seldom	Never
1. Know amount of food money available.				
2. Know how long this money must last.				
3. Plan meals.				
4. Plan what to buy before going to the store.				
5. Know plentiful foods.				
6. Check quality and price of "specials".				
7. Buy quality and forms to fit purposes.				
8. Read labels and compare prices.				
9. Buy store brand foods.				
10. Buy in quantity when appropriate.				
11. Use food stamps or donated foods, and school feeding programs.				
12. Use non-fat dry milk for cooking and drinking.				
13. Buy less expensive meats.				
14. Buy dry beans, peas or lentils.				
15. Buy cereals that require cooking.				
16. Buy day-old bread or ingredients for making bread.				
17. Buy Vitamin C drinks rather than empty-calorie drinks.				
18. Buy needed amount.				

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